

УДК 378.147

**МЕТОД ПОГРУЖЕНИЯ В СРЕДУ ИЗУЧАЕМОГО ИНОСТРАННОГО
ЯЗЫКА КАК ЭФФЕКТИВНЫЙ СПОСОБ ФОРМИРОВАНИЯ
ИНОЯЗЫЧНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ****Лашина Екатерина Николаевна,**

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Аннотация

В современном мире требуется особый подход к преподаванию иностранных языков, поскольку для эффективной межкультурной коммуникации человек должен в полном объеме владеть компетенциями как минимум одного иностранного языка. В статье рассматривается метод погружения в среду изучаемого иностранного языка, который способствует достижению этой цели.

Ключевые слова: метод погружения, иностранный язык, иноязычная коммуникативная компетенция, контекст, иммерсивные технологии, языковые навыки.

**THE IMMERSION METHOD IN THE ENVIRONMENT OF THE STUDIED
FOREIGN LANGUAGE AS AN EFFECTIVE WAY OF DEVELOPING FOREIGN
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ABSTRACT

In the modern world, a special approach to teaching foreign languages is required, since for effective intercultural communication a person must fully master the competencies of at least one foreign language. The article considers the immersion method in the environment of the studied foreign language, which helps to achieve this goal.

Keywords: immersion method, foreign language, foreign language communicative competence, context, immersive technologies, language skills.

Today, there are many ways to learn a foreign language, and most often people choose the method that is most effective. One of these methods is the method of immersion in the environment of the foreign language being studied.

Immersion in a foreign language is a teaching model based on the full or partial use of a foreign language in the learning process.

In this regard, two types of immersion are distinguished:

- total immersion, in which the student must be in the country of the language being studied;
- partial immersion, which is possible when studying a foreign language during the educational process without including the native language.

To implement the immersion method, students should preferably have a basic level of knowledge of a foreign language, which they can use in conversational speech, since the communicative aspect is key in this approach. Also, to increase the effectiveness of learning, the teacher should provide as many opportunities as possible to use a foreign language in class with classmates and the teacher.

The founder of this method is the German linguist and teacher Maximilian Berlitz, who taught Latin, Greek and also six European languages, interestingly, in the traditional way, i.e., through grammar and translation. Once in his teaching practice, Berlitz asked a French colleague to replace him in French lessons for American students due to illness. But Berlitz had no idea that his colleague did not speak English and he would have to teach only in French. Not knowing English words, he replaced them with active gesticulation, used facial expressions and intonation. Returning to his class six weeks later, Berlitz was surprised by the students' progress in French. It was this experience that became the basis for Berlitz to create the immersion method. Berlitz deliberately avoided using his native language in his classes. He insisted that students speak exclusively in the language they were studying in order to eliminate cramming.

The term "immersion" itself appeared in the 1960s in Canada due to the fact that in Canada they speak two languages, as well as sign documents - English and French. Many people found it very difficult to master the second language, and then it was decided to send English-speaking children to study in French schools, where they did not speak English. This experiment was successful, quickly spread and began to be actively used for learning foreign languages.

The advantages of the immersion method are:

- improving speech and pronunciation;
- rapid increase in vocabulary;
- overcoming language barriers - this method completely immerses the student in the language environment;
- developing the perception of the interlocutor - the ability to listen and understand;
- improving the perception of the accent, slang and idioms.

The disadvantages of the immersion method include:

- this method is difficult for beginners and beginners;
- it cannot be used to learn the language quickly;
- discomfort from the fact that beginners cannot use their native language [2].

The immersion method can be implemented in several ways.

One of the most common ways to immerse students in a foreign language environment is the direct creation of this environment during a practical class by a teacher.

This method of developing foreign language communicative competence is based on:

- general methodological principles of working with students - active communication, play, involvement, clarity, repetition, systematicity, accessibility, variability;

- special methodological principles – principles of selecting language material based on frequency, accessibility, thematic content, presented in everyday communication, principles of using game methods for teaching communication in a foreign language (sensorimotor, manipulative, design, mobile, theatrical, etc.).

A feature of the immersion method in a foreign language environment is the introduction of a lexical unit not in isolation, but in the context of some action or event, while the student is involved in this process. The stage of activation and consolidation of the word coincide. The teacher involves each student in the communication process, uses all the senses, asking students to smell, look, feel. The student observes the use of the word, actively applies it in class, mastering the meaning of the word and its interpretation, which allows the further use of the information received to perform various speech actions - recognizing the word in the speech of others, using it in context and naming it in isolation, reading and writing. During language immersion, the acquisition and consolidation of vocabulary is achieved by actively using it in the context of specific, understandable and accessible actions of the student. The student carries out situationally conditioned speech activity based on the introduced new lexical units.

The method of semantization of a lexical unit during immersion in a language environment is a non-translation method of using visual aids to explain the word:

- subject (direct demonstration of an object);
- pictorial (presentation of a drawing, diagram);
- motor (presentation of an action and naming it) [3].

Another way to immerse students in the environment of the language being studied is to use modern immersive technologies.

Immersive teaching is a method that involves the use of an artificial or specially simulated environment for full immersion in the educational process, for example, using virtual and augmented reality technologies. This strategy allows you to better absorb new information due to the fact that it eliminates distractions, makes teaching less boring and monotonous, and classes are engaging and entertaining. Therefore, the cognitive process is more productive, but at the same time easy and relaxed for students.

Immersive technologies are part of multimedia technologies. Immersive educational technologies integrate: virtual, augmented and mixed reality (MR) into a single complex. Purely formally, "immersion" was called a way of figurative perception in an artificial environment. Immersive teaching contributes to the extraction of implicit knowledge and the emergence of experience due to the repeatability of processes, the opposite of time. It is immersion that contributes to the extraction of implicit knowledge. Computer technologies accelerate this process.

Specific factors of immersive teaching include:

- level of immersion;
- dependence of teaching on the level of immersion;
- accuracy of representation;
- affective-cognitive models.

Most studies of immersive teaching write about the level of immersion as a factor influencing the teaching outcome.

It is useful to distinguish between "immersion", which involves active teaching, interaction with the environment, and "presence", which involves passive teaching in the classroom. At the same time, it has been established that there is an additional cognitive load caused by a high level of immersion. In the process of immersive teaching, not only the perception of information occurs, but also rethinking. In active immersive environments and with a large depth of immersion, cognitive factors affect the quality of this kind of teaching. This leads to the need to use the cognitive-affective model of immersive teaching.

Immersive teaching is primarily a method of immersion and secondarily multimedia technologies. It is implemented through an artificial environment that has greater capabilities

compared to the real environment. The basis of immersive teaching is virtual reality. In technical terms, immersive teaching uses methods of simulating an artificial environment that reflects the real environment. Virtual modeling is not based on contemplation, as in many computer games and educational films, but on the use of information interaction. It is interaction that brings activity to this type of education. Immersive teaching can be considered as teaching in the information field [4].

The most effective are undoubtedly study trips to the country of the studied language. A six-month or year-long internship at a university in a specialty can give a student the opportunity to master the language at levels C1-C2, not to mention the ability to carry out professional activities in this language. However, even a week-long trip to a language school – the so-called "smart vacation" – can give surprisingly effective results. A language school in the country of the studied language is a type of language tourism. The main task of students in this situation is to improve their language skills in a class with a native teacher, who usually does not speak the students' native language. However, being also a type of recreation, such programs, along with the curriculum, include various events and excursions, as well as accommodation with families or a student dormitory. Thus, the student is in a language environment around the clock, constantly faced with the need to solve everyday problems in a foreign language, which develops his communication skills, helps to master new conversational constructions and phrases. Getting to know the history and culture of a country through excursions enriches both the background and specialized knowledge of the student. This aspect is very important, since learning a foreign language without inclusion in its cultural space is impossible [5].

The language environment of immersion in language and culture formed in this way leads to the following educational results:

- students or their characters (virtual reality) actively participate in the discussion of the problem, gaining knowledge and using it to solve the contextual situation, which implements active learning;
- students transfer the discussed problems to practice, which contributes to the formation of their active civic position;
- students independently find resources to solve the problem, which implements self-learning;
- students ask questions and answer them during the class, which implements joint and interactive learning [6].

Thus, when using the method of immersion in the environment of the language being studied, integration occurs in the learning process, in which the student preserves his own culture and at the same time becomes familiar with the culture of the country of the language being studied. The successful formation of the foreign language communicative competence of an individual, ready for effective interaction in the conditions of the open world, depends on the correct formation of the language environment for students studying a foreign language and on the appropriate distribution of communicative exercises and classes on mastering various aspects of the language.

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